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ABSTRACT

This document gives a summary of the main results of a conference held in May, 1986 and entitled "Adult Education and Community Development--Challenge and Response." The Conference marked the end of the Council of Europe's Project No. 9, which considered adult education as a factor of cultural, social, and economic innovation in integrated local and regional development. The conference provided an opportunity to reiterate the goals of Project No. 9 with respect to chronic underdevelopment, unemployment, and the effects of rapid industrialization and urbanization on social and cultural values and to explain the principles of the cooperative monitoring method that was used in implementing the projects' 14 pilot projects. The importance of regarding adult and continuing education as a human right and a continuous process enabling individuals to acquire and deepen their knowledge and experience was stressed, and policymakers were urged to promote a spirit of initiative and the involvement of all in development action, to set up networks for the exchange of information and experience, to make collective self-learning possible through cross-fertilization and intercultural exchanges, and to continue the efforts begun during Project No. 9 to develop an international network of cooperation in adult education. The major activities of the conference are reviewed in a paper entitled "General Summary Report of the Conference" by Hugues de Jouvenel. A list of documents issued in the framework of Project 9 concludes the report. (MN)

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NEW TRENDS

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Bulletin of CDCC activities in "Adult education and community development"

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PREFACE

New Trends N° 6 was the last issue to report on CDCC Project N° 9 "Adult Education and Community Development" (1982-1985). The present issue gives a summary of the main results obtained from the Conference "Adult Education and Community Development - Challenge and Response " which was organised in Strasbourg from 26 to 29 May 1986 and marked the end of the Project. Chaired successively by :

- Mr. Joaquin ARANGO VILA-BELDA, Secretary General of Education, Spain

- Mr. Saverio AVVEDUTO, Director-General of Cultural Exchanges, Ministry of Public Instruction, Italy

- Mr. Patrick COONEY, Minister of Education, Ireland,

the Conference brought together about 100 delegates and experts from all the member States of the CDCC and observers from international organisations and non-governmental organisations.

It will be recalled that this Conference was intended to provide an opportunity to present to a wide audience the results of the Council of Europe's work in the field of adult education and community development and to define a number of policy guidelines for consideration and possible implementation at the level of the Council of Europe and in the member States.

In this connection, the Conference considered, in the light of the results of Project N° 9 :

- adult education as an innovative force that, by drawing on human potential, can equip society in general and local and regional communities in particular, to respond to the challenges created by new cultural, economic and social patterns emerging in Europe,

- common objectives and strategies that can be defined and put into action in the framework of integrated community development,

- the future of European co-operation, based on the experience drawn from the intensive multilateral co-operation between the 14 pilot projects of Project N° 9 and having regard to the common strategies to be devised for the future.

The Conference was organised so as to include short plenary sessions and discussions in working groups ; it was divided into two phases passing from experimentation to defining strategies for action : the first thus evaluated the results of Project N° 9 and the second considered how these results could be applied in the member States.

The plenary sessions included introductory lectures and a key-note address by Mr. Ivor RICHARD, former Commissioner at the European Communities, each followed by a brief exchange of views, and the final sitting adopted a Declaration including a series of recommendations.

Readers will find at the beginning of this issue a brief reminder of the main principles which guided Project N° 9 and some of the major issues and problems studied by the Project, constituting certain elements of the "input" provided for the Conference. This introduction is followed by the final Declaration adopted by the Conference and the General summary report prepared by the General Rapporteur, Mr. Hugues de JOUVENEL. It should be noted that the Declaration is addressed not only to the competent authorities of the CDCC member States, but also to all bodies and individuals concerned with adult education and community development in Europe.

The full Conference report will be available in a few weeks.

I. INTRODUCTION

Principles, content and methods of Project N° 9

Terms of reference

Project No. 9 considered adult education as a factor of cultural, social and economic innovation in integrated local and regional development.

Conceptual framework

The educational processes it advocated, which took into account the individual and group needs in the community, and which were motivation-based, problem- and learner-centred, were found to be in fact identical with the processes of development and indeed with those of the democracy.

These processes involve autonomy, flexibility and diversity inducing changes in the traditional institutional structures; they involve initiative, experimentation and creativity responding to challenges in the face of uncertainty and finally attempt to create a climate of dialogue, co-operation and integration particularly at local and regional levels.

Issues and problems

On the basis of the proposals emanating from member Governments concerning interesting examples of development projects experimented in their respective countries, the problems dealt with by Project No. 9 were numerous and wide-ranging. Mention could be made of some of them :

- chronic under-development accompanied by a certain degree of poverty, lack of awareness of, and even contempt to local resources;
- unemployment due to, for example, the obselescence of the industrial fabric in industrial and urban areas, and unexploited resources resulting in depopulation in rural areas;
- effects of rapid industrialisation and urbanisation on social and cultural values often resulting in the transformation of women's and men's roles in the community, both urban and rural.

Consequently, the 14 pilot projects selected out of some 70 proposed by member Governments were studied by three "co-operative monitoring" (see under "Method" below) groups under the following themes :

- "Participation of women and men in decisions affecting their daily life on a wide range of local and regional issues",
- "Responses to unemployment and to the consequences of economic restructuration"
- "Evolution of the social and cultural roles of women and men".

The pilot projects participating in one or the other of these groups by virtue of the particular problems and needs of the communities they represented, and the corresponding objectives they set for development (essentially cultural and political for Group I, economic and social for Group II, and social and cultural for Group III) recognised that the less evident problems and needs and the corresponding objectives, were becoming as important as those considered initially and had to be taken into account in the framework of an overall approach with a view to successfully implementing integrated development, i.e. attacking problems at their origin and jointly searching for overall solutions.

By way of example, those projects confronted with the problems relating to the decline of a cultural identity, or the lack of active participation in decisions in the community, had to consider economic and social issues for their communities to survive. Likewise and to almost the same degree, projects set off to respond to unemployment were faced and had to cope with the problems of cultural alienation such as in the case of the closing down of a factory or a coal-mine with which the community had identified itself, or had to consider the challenge to such basic values as those concerning the concepts of work, non-work, leisure, training, retirement.

Integrated development

This means the opening up of not only the educational bodies such as the school, the university through its different faculties and research and training centres, and the traditional adult education institutions into the community, and their participation and co-operation in community development work, but also of non-educational bodies such as cultural and religious associations including voluntary organisations; trade-unions and employers' organisations; industrial and commercial enterprises including banks and sometimes also multinational companies which sponsor or subcontract small businesses, self-employment and service industries; multi-media and mass-media institutions.

Integrated development also means co-operation and collaboration between public authorities which are already engaged in development work: the main national departments of the State, such as the ministries of education, culture, agriculture, health and social affairs, labour, environment, housing, finance and economy, science and research, particularly at regional and local levels, and with urban and regional planning organisations, elected members of town and country councils etc.

It is also by creating a general and increasing awareness of problems on the basis of which needs could be identified and common objectives determined, that a partnership is formed and built up at local or regional level to become the focal point of a genuine integrated development project. In many cases, this partnership revolves around a basic nucleus of initiators essentially of local origin but sharing responsibility with other levels and acting as neutral catalyst. There is, in this context, a significant role that can be played by the public authorities including the State, and in particular by adult education, in mobilising material and human resources and in defining and implementing development strategies.

Method

The co-operative monitoring method employed in the implementation of Project no. 9 was particularly well-adapted and closely linked to the issues which were considered.

First of all, it established or intensified contacts between policy/decision-makers, field-workers and experts and encouraged their mutual involvement in activities; it was not a mere exchange of information, experience and ideas, but enabled a systematic cross-fertilisation between those in charge, at different levels, of pilot projects, and above all, became a process of co-operation, i.e. working and acting together in order to produce joint proposals for further action. It developped to be a learning process of great value for those who participated and a striking feature was its dynamic and intercultural aspect. Based on the observation and study of concrete local problems through visits, it became a new form of co-operation of a more direct kind permitting work in depth.

This was possible because, in spite of the great diversity and divergencies in cultural, economic, social and political contexts, problems were similar or at least comparable and there were converging trends of thought and experimentation, trying to respond to new challenges created by the crisis situation in Europe today; it also gave a fresh meaning and new dimensions to European co-operation.

Finally, it was observed that the thinking on development themes and policies were more readily refined and disseminated by a method of intensive multilateral co-operation in order to create a multiplier effect.

Results

The results of Project No. 9 are the action proposals formulated for the attention of all those who have responsibility or opportunity to promote or influence integrated community development projects or those who are currently planning or engaged in such innovations. These proposals comprise practical development instruments that can and should be adapted to different situations and used as reference in the practical implementation of innovative experiments in the light of 9 general policy guidelines or strategies (see "Summary comprising action proposals for the implementation of integrated development projects".)

The aim of Project No. 9 has been from the start to encourage new initiatives and to contribute to the progress of existing experiments through interaction between them. This was considerably achieved by the last stages of the Project in which the preliminary results were dissiminated and exploited through 11 Seminars organised in Strasbourg and in several member countries. All these developments are now leading to the proliferation of innovative experiments at local or regional level and to the necessity of establishing national (or regional) networks or communication channels to be planned and

flexibly co-ordinated at national and international levels, in order to prevent such experiments from working in isolation and instead to ensure that they contribute to, and benefit from, the desired interaction within and between the networks. This aspect of the results of Project No. 9 will not only constitute the basic infrastructure for the proper implementation of the measures proposed for action but could also be conceived as an on-going strategy for facilitating the adaptation of national policies and decisions to changing needs.

In order to facilitate and intensify communication and co-operation within and between these networks, multi-media education technologies would have an important role to play. By committing multi-media and mass-media institutions in these European development networks, development processes and instruments including those resulting from Project No. 9 would be illustrated and widely diffused, thus transforming the media into another important instrument for development. Furthermore, joint action for producing and circulating relevant educational software including programmes for staff training would in particular enable all those engaged in development projects to make maximum use of the media.

All these efforts would consequently contribute to increasing European awareness on a large scale.

II. FINAL DECLARATION

Considering that development is a complex, all-embracing process in which a great many factors - technological, economic, social and cultural - are involved, and whose main driving force is the individual's will and ability to control his/her destiny ;

Considering that European societies are exposed to rapid changes which are drastically affecting traditional social balances and call for the acquisition of new knowledge and the adoption of new practices ;

Considering in particular that, during this period of rapid change, men and women are constantly having to familiarise themselves with new techniques, adapt as occupations develop and show particular aptitude for adaptation and innovation in all circumstances ;

Considering that ultimately, the future of Europe and the happiness of its citizens will depend on the emergence of a new dynamic force for development ;

Considering that this dynamic force cannot be summoned up to order and that no authority, however enlightened and powerful, can replace the collective strength of the citizens in order to meet the challenges of today ;

Considering that, in the face of these challenges, Europe's main resource lies in its human potential, its long standing attachment to democracy and to human rights and the confidence it places in the leading role played by the individual in shaping the future ;

Considering that it is therefore desirable to give priority to developing human assets and to enabling men and women to have access to knowledge and to familiarise themselves with the practices which will enable them to play their part as citizens to the full ;

Considering that adult education is an ideal instrument with which to develop the human skills called for by the challenges of our age and has a decisive part to play in the emergence of a new dynamic force for development,

The participants in the Council of Europe Conference on "Adult Education and Community Development" have studied with considerable satisfaction the very positive results of the activities initiated by the Council of Europe in the context of Project N° 9 which fully justify recommendation N° R (81) 17 adopted in 1981 by the Committee of Ministers and define its scope. On the basis of the lessons which can be derived from the 14 pilot experiments already undertaken, the participants in the Conference organised in Strasbourg in May 1986 declare that :

1. Adult education is an essential instrument for developing the human resources, specific abilities and attitudes required by the profound changes currently occurring ;

2. The changes in terms of technological innovations, industrial redeployment, social relations and relationships at work now taking place in Europe make it imperative for everyone to be able to adjust and innovate, thus implying continuous learning and social mobilisation on a hitherto unprecedented scale ;

3. Education therefore should also enable men and women to be made aware of contemporary problems and develop in them a taste and the aptitude for understanding and participation, in other words the virtues of initiative and action, the latter also having an irreplaceable educational value ;

4. Learning should not consist solely in acquiring the vocational skills needed by a rapidly changing labour market, but should more generally enable all to play a full part in the decisions which shape their future.

5. Education should enable citizens to have access to knowledge in the broadest sense of the word, and thus to enjoy a cultural heritage whilst familiarising themselves with new values, in other words reconciling the need for traditions with that for change. It should in particular make it possible to satisfy the individual's aspirations in respect of identity and community feeling ;

6. The process of education should also be broadly based upon actual experience, since, while the dynamic force of development results from the application of human energies, the latter also develop when turned to action initiated by individuals in response to their own problems and to the needs of the local and regional environment ;

7. Adult education thus defined, and provided on a permanent basis, can play a major part as a factor in economic, social and cultural innovation and therefore as a driving force for local and regional development ;

8. In particular, education should be regarded as a continuous process for the development of human assets as a whole, comprising the emotional, physical and intellectual capabilities of men and women, their memory and imagination, their feeling of being different and yet complementary and their ability to exist and to act in accordance with their traditions and hopes.

To that end, the participants recommend to the Council for Cultural Co-operation, the member States of the Council of Europe and all bodies and individuals concerned, that :

1) Adult and continuing education be regarded as a human right and as an essential prerequisite not only for the adaptation of men and women to rapid changes in society, but also for them to be able to take full advantage of their ability to shape their own existence and to play an active part in development ;

2) Adult education be a continuous process enabling individuals to acquire and deepen their knowledge and experience, an essential condition for the effort towards adaptation and innovation necessary both at the level of individuals and organisations.

3) Adult education be an integral part of all human activities and, conversely, these activities provide an opportunity for continuous self-fulfilment ;

4) Adult education be provided through experience and, conversely, the educational values of action be recognised, initiative and participation encouraged at all levels,and particularly at local level, and thus the right to make mistakes acknowledged ;

5) Adult education enable new human relationships to be learned and, conversely, the introduction of different social relationships be acknowledged as an aim of education ;

6) Adult education enable each individual to become an active agent of development, and experiments making wide use of the ideals and spontaneous co-operation of all concerned therefore be promoted so that everyone can participate to the full in the determination of the options which shape his /her destiny.

Accordingly, the following main courses of action should be adopted :

1. To make individuals aware of present-day problems and issues, emphasising the part they can play in building their common future and consequently their responsibility in shaping the future.

2. To promote a spirit of initiative and the involvement of all in development action by providing men and women with the means to play a full part in the choices and actions which shape their future, and especially by granting them the right to take part in the competent bodies.

3. To make it easier to learn the methods and acquire the tools which are necessary to enable social protagonists to attain their objectives, notably by developing interactive communication and exchange networks.

To this end,

4. To set up networks for the exchange of information and experience, and for making collective self-learning possible through cross-fertilisation and intercultural exchanges.

5. To encourage and assist in the continuation of work begun under Project N° 9, particularly by creating, under the aegis of the Council of Europe, a network capable of serving as a catalyst for reflection and action at European level, which would make an inventory of and evaluate initiatives designed to help implement the aforesaid objectives and - by providing for permanent links and consultation between their initiators - constitute a source of new ideas. A network for international co-operation would also enable the generation of such initiatives and the definition of policies really adapted to needs.

Consequently,

6. The participants in the Conference on "Adult Education and Community Development" strongly recommend to the Council for Cultural Co-operation to take all necessary steps (including a recommendation to the member States to set up a government machinery for carrying out the above-mentioned actions at national level) in order to develop an international network of co-operation which, through the regular exchange of information and experience, should enable adult education to develop while at the same time continually adapting itself to the requirements of a rapidly changing world. They underline the major role that the Council of Europe could and should play in this field.

III. GENERAL SUMMARY REPORT OF THE CONFERENCE

by Hugues de JOUVENEL

(General Rapporteur)

This conference marks the completion of a project which, for several years now under the auspices of the Council of Europe, has generated a host of ideas and initiatives which have been the subject of numerous meetings, seminars, and publications.

It would be presumptuous to claim to be providing you here with a comprehensive summary of all these materials, whose richness stems largely from their diversity, and which would be distorted if unduly reduced by an over-ambitious attempt at summarisation

To start with, what we have been talking about for three days is in truth nothing but the emergence of a new social dynamic, the essential conditions for the mobilisation of social energies to tackle the challenges of the contemporary world. Adult education is an essential condition ; and it is, moreover, the one with which we are mainly concerned in the context of Project N° 9 which we are discussing.

This conference was opened by two statements which clearly underlined from the outset the scale of the issues with which we are confronted. Neither Mr VIDAL-BENEYTO, the Director of Education, Culture and Sport, nor Commissioner Ivor RICHARD, concealed from us the gravity of the crisis and the radical nature of the changes taking place in Europe; the former emphasised the underlying challenges in the extraordinarily rapid advance of technology, while the latter painted an alarming picture of unemployment and destroyed any illusion we might have of a return to the virtually total employment situation of yesteryear.

On the next day again, Professor JAMES, Project Adviser, made the picture even blacker by making a vigorous indictment of the perverse effects of a mode of economic and social organisation which we must now change. And there can be no doubt that if he put so much emotion into his speech, it was only more effectively to awaken our consciences and mobilise our energies.

For the future is not already established, predetermined; it remains open to a multiplicity of potential changes for individuals at all levels - not to expect that the solution to their problems will come from somewhere else but to mobilise and commit themselves to action.

These three masterly speeches have only served to confirm the breadth of a crisis which, in various forms - closing of workshops and unemployment, the decline of certain regions, rural migration and loss of identity, the social marginalisation of women and migrants, not to mention illiteracy and inappropriate qualifications - has almost always been the origin of projects which, in the context of Project No. 9, all appeared exemplary.

Professor AVVEDUTO was therefore not wrong to remind us that the world crisis in Chinese is also a synonym for opportunity, thanks to which the 14 pilot experiments were initiated which, in a first series of working parties, produced the principal lessons.

Analysis of the 14 pilot experiments

I will not recap here the decription of the projects which, nevertheless, formed the basis for the preparation of documents prior to this Conference. The aim of the first series (A) of working groups was, on the basis of these experiments, to consider how adult education had contributed towards developing the capacity of men and women for adaptation and innovation, and also towards the emergence of a social system responsive to the collective and individual needs of the populations concerned.

The statements of the rapporteurs did not produce any miraculous, universal solutions applicable regardless of place and circumstances. What was everywhere apparent was the need for a social mobilisation which, however, was expressed in different forms in almost every case, taking into account the nature of the needs which need to be satisfied, the quality of the protagonists involved and their mutual relations, the stated objectives, the specific opportunities and constraints of the area and of the population concerned.

However, there are several factors which have seemed decisive in the emergence and development of these experiments - first of all, the emergence of a local problem resulting from gradual deterioration (devitalisation of a region, loss of identity etc) or from a sudden event (closure of a dockyard), in the knowledge that the problem in some cases affected only a specific population group (so that the others had to be made aware of it), while in other places it affected an entire town or region from the start.

The ability of local protagonists to anticipate the problem and correctly identify the needs has proved to be substantial. Familiarity with local problems, which is the privilege of those who live at close quarters with the realities, together with an ability to anticipate, have been seen to be essential to the success of experiments. This close and direct involvement of individuals in the realities of the situation has enabled initiatives genuinely matching the particular circumstances of each project to be defined (hence the proposal of Group B2 to set up "regional observatories").

Project initiatives were more or less organised and institutionalised, but it was quite clearly evident that their development and success depended heavily on:

- being geared to specific local needs;
- their social acceptability, and consequently their ability to be carried through by local people.

Participants warned against projects "landed" on an area from outside and emphasised that the mobilisation of local protagonists implied the existence or fostering of a feeling of identity, of belonging to a community, a sense of local solidarity.

They also stressed the need for a co-ordinating body, which must not substitute itself for those involved or bring excessive rigidity into the process, but enable action to be harmonised.

They also recognised the need to have financial resources and know-how, which often have to be obtained from outside bodies but which must not be received in exchange for subservience or dependence, which could in the long term be harmful to the continuance of the project.

From these various factors - selected from among many, not all of which can be listed here - it is apparent that in tackling present day problems Europe possesses largely untapped reserves of energy which could find expression in a surge of local initiatives meeting the many unsatisfied needs and contributing to the emergence of a new development dynamic in which, as Mrs. Gaudart (Chairperson of the Committee for equality between women and men) recalled during the opening session, women as much as men must be able to fully participate.

Even so, Europeans must realise that such possibilities exist, and there must be a regular exchange of information, ideas and experience so that everyone may benefit from what others have discovered. Whence the key role of information and communication which could develop within the context of a network of exchanges. Yet education should above all and at all ages make this flowering of human richness possible. This it will only be able to achieve by developing at all levels and by constantly adapting its content and methods to the rapidly changing realities of the modern world.

The tasks to be undertaken are enormous if education - of adults as well as young people - is to help to make everyone aware of the realities and problems of the community and to permit the free development of personality and thus the acquisition of a sense of individual identity, collective identity and responsibility and to permit the exploitation of local skills and the ongoing learning of new skills, which implies the endowment of each individual with maximum capacity for adaptation and innovation.

What strategies for the future ?

Over and above the lessons which have thus emerged through analysis of the 14 projects, the second series (B) of working groups were to develop elements of a strategy and proposals for action for the future.

Group B3 expressed some concern as regards the usefulness of presenting such proposals, perhaps stemming from the fact that this Conference is to mark the end of Project N° 9. This concern is probably attributable to the conviction, very widely shared by the participants, that the action undertaken has proved very positive and should be pursued even if the time has come, as Mr. VIDAL-BENEYTO indicated, to reconsider the programme of the Council of Europe in the light of new priorities.

Following his invitation to the Conference on Tuesday, the Director will no doubt find many interesting proposals in the reports of Groups B, proposals which, moreover, point in the same direction.

Since I am forced to simplify a great deal, I would say that these reports embody three types of consideration :

1. The virtue, not to say the necessity, of local initiatives as an excellent means of responding to social needs and the emergence of a new development dynamic.

   Even if - as Group B4 observes - one ought not to start out with a bias against central and local authorities, all Conference participants acknowledge and emphasise the role of grass-roots initiatives.

   They also stress that such a dynamic cannot develop unless it substantially involves the conscious participation of all concerned.

   This participation - as Group B6 underlines - must not stem from indoctrination at grass-roots level, but from a spontaneous dynamic which depends for its origin and growth on information, education and training available to men and women.

2. Thus adult education also emerges as a crucial factor. It is not an end in itself, but it is an excellent way of solving a great many present-day problems. This seems to have been the unanimous finding of the Conference, which believes that efforts in this field must be pursued and developed, particularly through international co-operation. This is a major recommendation which some participants address specifically to the Council of Europe, with the request that it be made an ongoing concern.

   But adult education has to be thought out afresh, not to mention the school system itself, which according to Group B2 must be "reformed" if only in order to "learn how to learn" and so be able throughout one's life to adapt and acquire new knowledge.

   In order to be more effective, adult education (and, in the last analysis, all education) must be more closely fitted into economic, social and cultural reality. It must be brought out of its isolation, "decolonised", and even "de-institutionalised". This effort must be made on several levels :

   - content, so that it is particularly well adapted to local realities ;
   - educational methods, in which experimentation must be given greater emphasis ;
   - relationships between development workers, educators and those to be trained (starting with the educators themselves and development workers) ;
   - the institutions responsible, which must be close to local situations and enjoy sufficient autonomy to adapt their activities to local needs.

All of this implies large-scale experimentation to affect national policies and, I repeat, an improved knowledge of local needs and increased participation of all those involved in defining global development strategies.

The boom in information and communication technologies, and in co-operative forms of action, as well as the development of a network for the exchange of ideas and experiences, are in this respect privileged instruments.

3. This brings me to the recommendations specifically addressed to the Council of Europe which, in the view of all groups, should play a central role in the establishment of a network of information, communication and co-operation between those who design and implement adult education projects corresponding to the above-mentioned principles. What is required is to create a data-base permitting cross-fertilisation between projects, to provide a set of tools for the aspiring craftsmen of the future, to play the role of catalyst with respect to present and potential initiatives which we urgently need and which only have to be developed.

To what extent and how should this function be institutionalised ? The ways in which the Council of Europe could undertake the function of a "clearing house" are envisaged in appreciably different forms according to each of the groups. However, nobody denies the necessity for such an initiative ; in fact, the participants unanimously expressed the wish that the CDCC and the Council of Europe actively commit themselves in this direction.

IV. DOCUMENTS ISSUED IN THE FRAMEWORK OF PROJECT No. 9

REPORTS OF THE JOINT SEMINARS

- Federal Republic of Germany : "Responses to unemployment in the context of local and regional development" (Hofgeismar, near Kassel, 24-26 April 1985) CC-GP9 (85) 10

- Belgium : "Social movements and adult education" (Brussels, 6-8 May 1985) CC-GP9 (85) 11

- Portugal : "Methodological guidelines for co-operation between adult education projects linked to development" (Barcelos, near Braga, 21-24 May 1985) CC-GP9 (85) 12

- Nordic Cultural Co-operation of the Nordic Council of Ministers : "Changes in working life ; opportunities for learning ?" (Landskrona, 11-14 June 1985) CC-GP9 (85) 13

- Spain : "Network of local community development schemes" (Las Navas del Marqués, near Avila, 2-5 July 1985) CC-GP9 (85) 23

- United Kingdom : "Responses to unemployment and the consequences of economic restructuring" (Chislehurst, near London, 23-26 July 1985) CC-GP9 (85) 24

- France : "Local development as a factor of social innovation and economic productivity" (Sèvres, 17-19 September 1985) CC-GP9 (85) 16

- Italy : "Networks of development projects" (Siena, 4-6 November 1985) CC-GP9 (85) 25

OTHER DOCUMENTS

- "6,000 days in front of us : new and old employment and unemployment in perspective", by Prof. Saverio Avveduto CC-GP9 (85) 15

- "From rigidity to flexibility : work, education, social relations", by Prof. Henri Janne CC-GP9 (85) 21

- "Development project networks : Scope for implementation in Spain and Italy", by José Antonio Fernandez and Marcello Limina CC-GP9 (85) 22

- "A contribution to the work carried out - Comments and illustrations", by Christian Darvogne CC-GP9 (85) 14

- "Handbook on cooperative monitoring", by Professor Walter James CC-GP9 (86) 3

- Report of the Conference on "Adult Education and Community Development - Challenge and Response" CC-GP9 (86) 6

PUBLICATIONS FOR SALE

Summary comprising action proposals for the implementation of integrated development projects	Study prepared by the Directorate of Education, Culture and Sport Publication: 1985 £ 1.90 FF 17,00 $ 5.00
The 14 pilot experiments Volume 1: Switzerland, Spain Portugal and Italy	Presentation of the experiments of co-operative monitoring group No. 1: "Participation of women and men in decisions affecting their daily life on a wide range of local and regional issues" Publication: 1985 £ 5.50 FF 50,00 $ 14.00
The 14 pilot experiments Volume 2: Finland, Belgium, Sweden Denmark, Federal Republic of Germany and France	Presentation of the experiments of co-operative monitoring group No. 2: "Responses to unemployment and to the consequences of economic restructuring" Publication: 1985 £ 5.50 FF 50,00 $ 14.00
The 14 pilot experiments Volume 3: Netherlands, United Kingdom, Turkey and Norway	Presentation of the experiments of co-operative monitoring group No. 3: "Evolution of the social and cultural roles of women and men" Publication: 1985 £ 5.50 FF 50,00 $ 14.00
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